

NEW YORK

ABOUT THIS REPORT

The state report is a resource to inform donors and funders about the local context of social issues affecting at-risk populations. This analysis can be used to better understand current local trends and the unique social and economic situation in which the

social issue exists. The information below complements the social issue report and the guide to giving by drawing attention to local initiatives related to the social issue.

FACTS: YOUTH CAREER DEVELOPMENT IN NEW YORK

\$245,680¹

Average² lifetime income disparity between a high school dropout and graduate

X

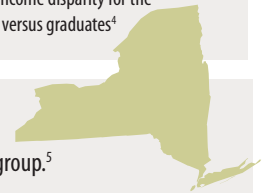
20,683³

Number of dropouts from the Class of 2009

=

\$5.1 billion

Collective minimum lifetime income disparity for the Class of 2009's dropouts versus graduates⁴



SOCIAL ISSUE INDICATORS

Number: In New York, the number of disengaged youth between ages 18-24 is currently **at least 316,000**, which is **15 percent** of the youth in that age group.⁵

Definition: Disengaged youth are persons aged 18-24 not attending school, not working, and lacking a degree beyond high school.⁶

Rationale: Programs in the field of youth career development focus on ensuring a youth's successful transition to productive adulthood. Thus, the number of disengaged youth serves as a good indicator since it represents the size of a population that has the highest risk of not becoming productive adults.

Methodology: The actual number and definition of disengaged youth is hard to identify because of variation in levels of disengagement and in terminology. Disengagement is cyclical in nature, ranging from intermittent attendance at school to disengaging for months or a year at a time to completely disengaging for multiple years with no intent of returning to school and no consistent employment.

The Annie E. Casey Foundation's Kids Count initiative is a national and state-by-state effort to track the status of children in the United States. This initiative collects data each year on a wide variety of indicators to demonstrate the condition of children and youth throughout the country. The foundation's indicator—persons aged 18 to 24 not attending school, not working, and lacking a degree beyond high school—provides a good estimate of the number of disengaged youth in New York. The foundation calculates this indicator annually with data from the American Community Survey of the U.S. Census Bureau.⁷

WHAT'S HAPPENING IN NEW YORK

GOVERNMENT RESPONSE

Disengaged youth present an increasing problem across the state of New York. The percentage of unemployed teens ages 16-19 has reached a high of 78 percent,⁸ and 9.2 percent of all students who enrolled in high school in 2005 had dropped out by 2009.⁹ A 2011 analysis conducted by the Alliance for Excellent Education found that if the number of NY dropouts could be cut in half, it would amount to \$445 million in increased earnings and \$49 million in increased tax revenue.¹⁰ Realizing that funding focused on improving the outcomes of disengaged youth would benefit youth and the state as a whole, in December 2011, Governor Andrew M. Cuomo signed a bill that created the NY Youth Works Program to incentivize employment of disengaged and disadvantaged youth in urban areas across New York State. This law, a part of the governor's New York Works Agenda legislation, includes tax credits totaling \$25 million to businesses that hire disadvantaged youth and \$62 million in state funds to pay for job training programs for youth. The program has three components

that incentivize employers, youth, and placement and training providers:¹¹

- **Employers:** Businesses can receive a wage subsidy through tax credits of up to \$4,000 when they hire eligible youth.
- **Youth:** Disadvantaged youth can attain full-time employment for a minimum of six months and receive up to \$900 to go toward the cost of attending a state-authorized training program, through which the youth can earn a certification.
- **Placement and training providers:** Such organizations may apply to receive up to \$300,000 for providing employment training and/or job placement services to disadvantaged youth.¹²

Governor Cuomo presents this program as an essential component of his agenda to empower urban youth and support youth career development.¹³

While this legislation is promising, it leaves out any towns and rural areas that are not included in the 12 urban areas specifically outlined in the bill. One of the largest providers of employment education and training for youth and adults in suburban and rural areas are the Boards of Cooperative Educational Services of New York State (BOCES), which were created by the NY State Legislature in 1948. These boards partner with and direct funding to school districts to educate, prepare, and train youth across the state.

COMMUNITY RESPONSE

There are various community-based collaborations that exist throughout New York that are dedicated to serving and advocating for youth and improving youth development. The following is one of several promising collaborations comprised of a number of the state's government agencies, service providers, community organizations, and funders.

Campaign for Tomorrow's Workforce

The Campaign for Tomorrow's Workforce (CTW) was created to combat the social crisis of disengaged youth. It is a coalition of organizations and leaders with the objective of enacting systemic change and providing programmatic solutions to better prepare New York City's disengaged youth to become meaningful and prosperous members of tomorrow's workforce. Most recently, the

CTW presented testimony to the Youth Services and Community Development Committees of the Council of the City of New York concerning the lack of funding provided for adult and young-adult literacy programs in the preliminary fiscal year 2013 budget. The CTW emphasizes the struggles of youth in these tough economic times and the undeniable fact that out-of-school youth and young adults without basic skills have almost no chance to secure employment. As part of its efforts, the coalition believes that it is imperative to fund programs and advocate for systems that provide the following elements:¹⁴

- High school diploma or GED and/or supports to achieve either of these credentials
- Necessary training and skills to earn a family-sustaining wage
- Assistance with enrollment in postsecondary or vocational training programs if desired
- "Hard" and "soft" skills training alongside a meaningful workforce experience
- Supportive services to help youth overcome barriers to employment and success¹⁵

The CTW has been a strong and active leader in helping to ensure that programs and systems incorporate all of the above elements to properly prepare youth to enter the workforce and become productive adults.

REFERENCES FOR FURTHER RESEARCH

ORGANIZATION

Alliance for Excellent Education

Boards of Cooperative Educational Services of New York State

Brookings Institution

Campaign for Tomorrow's Workforce

New York State Department of Labor

WEBSITE

www.all4ed.org

www.boces.org

www.brookings.edu

www.campaignfortomorrowsworkforce.org

www.labor.ny.gov

ABOUT SOCIAL IMPACT RESEARCH

Social Impact Research (SIR) is the independent research department of Root Cause, a research and consulting firm dedicated to mobilizing the nonprofit, public and business sectors to work collaboratively in a new social impact market. Modeled after private sector equity research firms, SIR conducts

research on social issues and independent analysis of program performance to provide leaders and funders with the rigorous, actionable information they need to make strategic decisions about creating and investing in social impact.

ENDNOTES

1. Clive R. Belfield, "The Costs of Inadequate Education for New York State" (policy paper, University at Albany, State University of New York, Mar. 2007).
2. Averaged advantage in income by sex and race of a cohort of all 20 year old high school graduates in New York State over their dropout counterparts.
3. "Graduation Rates: Students Who Started 9th Grade in 2001, 2002, 2003, 2004, and 2005 Supplemental Packet" (presentation, New York State Education Department, March 9, 2010).
4. This number is low, as it assumes that those high school graduates will not pursue higher education. The gap in earnings becomes significantly higher between dropouts and those who go on to obtain Bachelors' degrees.
5. "Persons age 18 to 24 not attending school, not working and no degree beyond high school," The Annie E. Casey Foundation, <http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=5063>.
6. Ibid.
7. Ibid.
8. "Unemployed teens age 16 to 19," The Annie E. Casey Foundation, <http://datacenter.kidscount.org/data/acrossstates/Rankings.aspx?ind=5051>.
9. "Graduation Rates: Students Who Started 9th Grade in 2001, 2002, 2003, 2004, and 2005 Supplemental Packet" (presentation, New York State Education Department, Mar.9, 2010).
10. "Education and the Economy: Boosting New York's Economy by Improving High School Graduation Rates" (state profile, Alliance for Excellent Education analysis of Education and the Economy, Mar.2011).
11. "Governor Cuomo Signs Bill Creating Inner City Youth Employment Program" (press release, New York State, Governor's Press Office, Dec. 9, 2011)
12. "NY Youth Works Program – Andrew M. Cuomo, Governor" (Department of Labor, Career Services).
13. "Governor Cuomo Launches NY Youth Works Program to Address Inner City Jobs Crisis" (press release, New York State, Governor's Press Office, Jan. 23, 2012).
14. Lazar Treschan, "Testimony to the Youth Services and Community Development Committees of the Council of the City of New York" (testimony at NYC Department of Youth and Community Development hearing, Campaign for Tomorrow's Workforce, Mar. 15, 2012).
15. "About Us," Campaign for Tomorrow's Workforce, www.campaignfortomorrowsworkforce.org/about-us/.